



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

Course Title: **Legal and Ethical Issues in Professional Practice**
Course Number: CNS 6040
Course Date: Fall 2020
Course Meeting Times: Tuesdays, 7:30 P.M. – 9:30 P.M.
Course Location: Good Counsel Hall – Room 204
Course Designation: Level I Course (Required for Clinical Mental Health Counseling Program)
Semester Hours: 3
Prerequisites: None
Limitation on Enrollment: 18

Instructor: Dr. Leslie Smith, LPC
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Office Hours: T (4:00 P.M. – 5:00 P.M.)
• By appointment

Course Description: This course explores a discussion of legal and ethical issues in professional practice. This in-depth study of legal and ethical topics is guided by state and federal laws as well as the code of ethics of national organizations in counseling, i.e. American Counseling Association (ACA) and American Mental Health Counselors Association (AMHCA). Current legal and professional thought is explored by drawing on court cases and clinical dilemmas.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback

3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note: The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

I. Student Learning Outcomes

Upon completion of this course, students will be able to:

- A. Demonstrate knowledge of the historical context of ethics in counseling and the development of current ethical standards in counseling.

- B. Understand and differentiate ethics, morals, values, and legal obligations and integrate these concepts into effective ethical decision-making.
- C. Comprehend the principles of the American Counseling Association (ACA) Code of Ethics and the Pennsylvania State Licensure Board continuing education requirements and how they apply to counselor identity.
- D. Identify and implement various ethical decision-making models to analyze a multitude of complex ethical dilemmas that arise during assessment, treatment, supervision, interactions with other professionals, and research.
- E. Recognize the need for advocacy within the counseling profession to better support underserved populations and attend to modern-day research to advance best practices.
- F. Assess ethical issues that arise in technology-assisted counseling and managed care and how such factors influence the therapeutic relationship.
- G. Display an awareness of the multicultural issues that may arise within the counselor-client relationship and effectively engage in ethically responsible practices.

II. Course Content

- A. Historical Context of Ethics and Counseling
 - a. Evolution of the ACA Ethical Standards
 - b. Foundations of Codes of Ethics
- B. Ethics, Morals, Values, and Legal Obligations.
 - a. Differences between ethics, morals, and values.
 - i. Understanding the differences between these areas and their intersections.
 - ii. Being able to identify what types of problems ethical dilemmas present.
 - b. Developing a Personal ethical stance
 - i. How do we want to be as counselors? Moving beyond meeting standards, but providing the highest quality of care.
 - ii. Personal ethical stance.
- C. Ethical Principles and PA Licensing requirements.
 - a. PA licensing Law Requirements
 - i. Educational Requirements
 - ii. Post-graduate supervised hours

- iii. Examinations
- iv. Requirements for supervisors
- b. The Counseling Relationship
 - i. Documentation
 - ii. Informed Consent
 - iii. Harm and personal Values
 - iv. Prohibited non counseling roles and relationships
 - v. Extending Counseling Relationships
 - vi. Advocacy
 - vii. Multiple Relationships
 - viii. Fees and Business Practices
 - ix. Termination and Referral
- c. Confidentiality and Privacy
 - i. Exceptions to confidentiality
 - ii. Confidentiality with groups
 - iii. Sharing information with 3rd parties
 - iv. Life Threatening medical conditions
 - v. Court ordered Disclosures
 - vi. End of life decisions
 - vii. Record keeping and release of records
 - viii. Maintaining records
 - ix. Confidentiality of those who cannot consent autonomously
 - x. Confidentiality of subordinates
- d. Professional Responsibility
 - i. Competence and boundaries of competence
 - ii. Monitoring effectiveness
 - iii. Seeking consultation
 - iv. Continuing education requirements
 - v. Counselor impairment
 - vi. Counselor death, retirement, relocation.
 - vii. Advertising

- viii. Professional Qualifications
- ix. Public behavior
- x. Non-discrimination
- e. Client rights and informed consent
- f. Tarasoff and duty to protect
- g. Mandated reporting
- D. Ethical Decision making models and application to areas of practice.
 - a. Review of ethical decision-making models.
 - b. In class debate and role play of ethical decision-making
 - c. Critical thinking and discussion of ethical dilemmas and topics.
 - d. Ethics of evaluation, Assessment and interpretation.
 - i. Client welfare
 - ii. Limits of competence
 - iii. Appropriate use
 - iv. Explanation to clients
 - v. Releasing Data
 - vi. Cultural Sensitivity
 - vii. Instrument selection
 - viii. Administration environment
 - ix. Assessment security
 - e. Ethics of supervision, Training, and teaching.
 - i. The supervisory relationship
 - ii. Professional disclosure
 - iii. Promoting diversity and competence
 - iv. Promoting growth experiences
 - v. Client welfare and credentials
 - vi. Online supervision
 - vii. Informed consent when being supervised
 - viii. Fees
 - ix. Evaluation
 - x. Counseling Educators

- xi. Student Welfare
- xii. Gate Keeping and remediation
- xiii. Cultural Diversity in Supervision
- f. Research and publication
 - i. Confidentiality
 - ii. Protecting research participants
 - iii. Informed Consent
 - iv. Maintaining Records
 - v. Boundaries
 - vi. Reporting results
 - vii. Replications
 - viii. Publications
 - 1. Plagiarism
 - 2. Contributors
 - 3. Student Research
- E. Professional advocacy and self-care.
 - a. Managing boundaries.
 - i. Boundary extension
 - ii. Recognizing your own limits
 - b. Advocating for clients.
 - i. Impaired clients
 - ii. Skill building
 - iii. Disadvantaged and underserved clients
 - c. Self-care
 - i. Burnout
 - ii. Levels of competence
 - iii. Seeking consultation
 - iv. Seeking your own assistance
- F. Online Counseling and Technology
 - a. Distance Counseling
 - i. State law and boundaries

- ii. Professional boundaries
 - b. HIPPA
 - c. Technology
 - i. Skype
 - ii. Text Messaging
 - iii. Electronic Health Records
 - d. Social Media
 - i. Roles and responsibilities of counselors
 - ii. Professional vs. Personal social media
 - iii. Pros and cons
- G. Multi-cultural awareness and Ethics.
 - a. Self-other awareness
 - i. Recognizing our own biases
 - ii. Recognizing cultural differences
 - iii. Awareness of client beliefs about help and therapy
 - iv. Culture of the client's family, neighborhood, current social status
 - b. Power differentials in psychotherapy
 - i. Awareness of historical power differential in the context of therapy.
 - ii. Increasing client access to services
 - iii. Using cultural/developmentally appropriate language and approaches.
 - c. Working with immigrant families.

III. Methods of Instruction

- A. PowerPoint presentations of relevant information
- B. Ethical dilemmas discussed in class
- C. Thought exercises and activities
- D. Group debates
- E. Readings relevant to the course topic

IV. Methods of Assessment

Assessment	Points
A. Class Participation	10-Points
B. Ethical Issue Presentation	20-Points
C. Ethical Case Scenario	20- Points
D. Ethics Autobiography Paper	25-Points
E. Final Examination	25- Points
Total	100-Points

A. Class Participation: This class is about critical thought and bringing awareness to our own beliefs and sometimes challenging those beliefs as it relates to issues in school counseling. Class content will involve intense and in-depth discussion of ethical dilemmas and ethical decision-making for school counselors. This requires participation and involvement from students in order to have a rich discussion on these issues. Students will submit a weekly question sporadically throughout the semester for class discussion and be evaluated on their level of participation, asking of questions, and new ideas that they bring to the class discussion.

Student Learning Outcomes: A - G

Total Points: 10-Points

B. Ethical Issue Presentation: Students are to select a legal or ethical issue of interest that is relatable to the field of counseling and has been described recently in the media. Students should access and review information made available through the National Board of Certified Counselors, American Counseling Association, the New York Times, and the Cable News Network (CNN). The topic is to be something that is controversial or that poses a particular

ethical dilemma(s). Students will integrate their own thinking about the topic into the presentation and conclusions. Students will present their topic to the class for 15-20 minutes.

The presentation should summarize the following:

1. Provide basic detail and overview of the topic.
2. Describe the controversy and potential problems with each point of view on the topic.
3. Summarize your rationale for your approach or decision-making on the topic or issue.
4. Present the counter argument to your approach.
5. Provide 5 references on the topic..

Student Learning Outcomes: A, B, C, D

Total Points: 20-Points

- C. **Ethical Case Scenario:** In groups of 3-4 students will review an ethical case scenario based upon a specific topic reviewed in class. All case scenarios (not potential solutions) will be provided to students during a class session and groups will be given 30-minutes to work on each ethical case scenario. Students will be given time in class to research and assess the case scenario and determine legal ethical codes associated with the scenario and a step-be-step response that addresses other legal and ethical codes (be sure to review state laws and counseling codes of ethical practice). Students will post their responses according to each specific scenario to a discussion board so that the class may compare and contrast the responses of each group to determine the best overall response for each scenario.

Student Learning Outcomes: A - G

Total Points: 20-Points

- D. **Ethics Autobiography Paper:** Students are to complete a 4-6 page paper reflecting on their own personal ethics of origin and of their own ethic and religious/cultural background. This is a reflection paper and there is no need to site sources. Students are to critically think about their own morals, values, and ethics and how that impacts their decision making as future counselors. Students are to use the following questions to guide their writing:
- a. What is your idea of right and wrong behavior and where does it come from?
 - b. What are the concepts and morals you value the most life?

- c. What do you recall were the messages about ethnic or cultural groups different from yourself, and how they see right and wrong?
- d. What is your idea of right and wrong professional behavior, and where does this conception come from?
- e. What experiences have you had in the field, and what ethical dilemmas have you already encountered?
- f. How does your value system and morality influence your professional practice?
- g. How does your value system and morality align with or conflict with the ethical codes and professional standards?
- h. How might the alignment or conflict influence your work with clients?

Student Learning Outcomes: A, B, G

Total Points: 25-Points

- E. Final Examination:** Students will complete a final examination. The examination will cover all course material. The examination will involve multiple choice, short answer questions, and essay questions involving ethical dilemmas. The essay questions will make up the bulk of the examination.

Student Learning Outcomes: A - G

Total Points: 25-Points

V. **Final Grade Scale**

Note: All students in the Graduate Counseling Program **MUST** receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the program.**

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible to become familiar with and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). Official notice that a student has presented documentation for an absence is sent from the Office of the Dean of Students to faculty on a timely basis. In cases of a documented absence from a class, the student has both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This amounts to three absences for a class that meets on MWF schedule, two classes for courses meeting either on a TR or MW schedule, and one class for labs and classes that meet only once a week. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Class attendance is required, and roll is taken each period. Serious tardiness may result in a failure of the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments: Assignments that are not completed by the stated deadline will not be accepted, excepting that submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns: Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or receive text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website.

Rosemont College 2018-2019 Graduate Academic Calendar:

https://rosemont.edu/_resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf

VI. Suggested Texts and Equipment

A. Herlihy, B. and Corey, G. (2015). *ACA Ethical Standards Casebook, 7th Ed.* VA: American Counseling Association.

VII. Tentative Course Schedule

Date	Topics/Activities	Assignments / Readings Due
Week 1: 09/04/2018	Introduction: Professional Ethics	Herlihy: Part 1
Week 2: 09/11/2018	Frameworks for Ethical Decision Making PA Licensing Law Requirements Review of Ethical Codes (ACA & AMHCA)	PA Licensing Laws (www.pacode.com) ACA Code of Ethics Weekly Question (1)
Week 3: 09/18/2018	The Counseling Relationship Confidentiality and Privacy	Herlihy: Part 2 (Sections A-B) Weekly Question (2 & 3)
Week 4: 09/25/2018	Professional Responsibility Relationships with Other Professionals Evaluation, Assessment, and Interpretation	Herlihy: Part 2 (Sections C-E) Weekly Question (4)
Week 5: 10/02/2018	Supervision, Training, and Teaching Research and Publication Distance Counseling, Technology, and	Herlihy: Part 2 (Sections F-H) Weekly Question (5 & 6)

	Social Media	
Week 6: 10/09/2018	Resolving Ethical Issues	Ethical Case Scenario Breakout Sessions
Week 7: 10/16/2018	Client Rights and Informed Consent Social Justice and Counseling Across Cultures	Herlihy: Part 3 (Ch. 1 & 2) Ethical Case Scenario Discussion Board
Week 8: 10/23/2018	Confidentiality Competence	Herlihy: Part 3 (Ch. 3 & 4) Weekly Question (7)
Week 9: 10/30/2018	Managing Value Conflicts	Herlihy: Part 3 (Ch. 5) Ethical Issue Presentation (1-2)
Week 10: 11/06/2018	Counseling Minor Clients	Herlihy: Part 3 (Ch. 6) Ethical Issue Presentation (3-4)
Week 11: 11/13/2018	Managing Boundaries Working With Clients Who May Harm Themselves	Herlihy: Part 3 (Ch. 7 & 8) Weekly Question (8 & 9)
Week 12: 11/20/2018	Thanksgiving Holiday - No Class	Ethics Autobiography Paper
Week 13: 11/27/2018	Technology Social Media, and Online Counseling The Intersection of Ethics and Law	Herlihy: Part 3 (Ch. 9 & 12) Weekly Question (10)
Week 14: 12/04/2018	Course Conclusion	Final Examination

VIII. Bibliography

A. Print Resources

Acuff, C., Bennett, B. E., Bricklin, P. M., Canter, M. B., Knapp, S. J., Moldawsky, S., & Phelps, R. (1999). Considerations for ethical practice in managed care. *Professional Psychology: Research and Practice*, 30(6), 563-575.

- American Counseling Association. (2014). 2015 Code of Ethics. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- APA Committee on Legal Issues (2006). Strategies for private practitioners coping with subpoenas or compelled testimony for client records or test data. *Professional Psychology Research and Practice*, 37(2), 215-222.
- Fine, M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48(11), 1141-1147.
- Hamilton, J.C., Spruill, J. (1999). Identifying and reducing risk factors related to trainee-client sexual misconduct. *Professional Psychology Research and Practice*, 30(3), 318-327.
- Hartl, T., Zeiss, R., Marino, C., Regev, L., Zeiss, A. & Leontis, C. (2007). Inappropriate behaviors directed toward clinicians: Conceptualization and management. *Professional Psychology Research and Practice*, 38(6), 674-681.
- Kaplan, D.M., Wade, M.E., Conteh, H.A., & Martz, E.T. (2011). Legal and ethical issues surrounding the use of social media in counseling. *Counseling and Human Development*, 43(8), 1-10.
- Knapp, S. and VandeCreek, L. (2007) When values of different cultures conflict: Ethical decision making in a multicultural context. *Professional Psychology: Research and Practice*, 38(6), 660-666.
- Norcross, J. (2005). The psychotherapist's own psychotherapy: Educating and developing psychologists. *American Psychologist*, 60(8), 840-850.
- Richards, M. M. (2009). Electronic medical records: Confidentiality issues in the time of HIPAA. *Professional Psychology: Research and Practice*, 40(6), 550-556.
- Smith, D. & Fitzpatrick, M. (1995). Patient-Therapist boundary issues: An integrative review of theory and research. *Professional Psychology Research and Practice*, 26(5), 499-506.
- Turner, I., et al. (2005). Intern self-care: An exploratory study into strategy use and effectiveness. *Professional Psychology Research and Practice*, 36(6), 674-680.
- Wing, S.D. (2004). Whiteness and ethnocentric multiculturalism: Making the invisible visible. *American Psychologist*, 59(8), 761-769.

B. Non-Print Resources

American Counseling Association: <http://www.counseling.org>

Association for Multicultural Counseling and Development: <http://www.counseling.org>

Pennsylvania Code: <https://www.pacode.com/secure/data/049/chapter49/chap49toc.html>

IX. CACREP Standards Assessment Crosswalk

CACREP Standard	Assessment	Student Learning Outcome
History and Philosophy of the Counseling Profession and its specialty areas (1a. Professional Counseling Orientation and ethical practice)	Class Participation, Ethical Issues Presentation, Ethical Case Scenario, Final Examination	(A) (C)
The multiple professional roles and functions of counselors across specialty areas and their relationship with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1b. Professional Counseling Orientation and ethical practice)	Class Participation, Ethical Issue Presentation, Ethical Case Scenario	(C) (E) (F)
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (1c. Professional Counseling Orientation and ethical practice)	Class Participation, Ethical Issue Presentation, Ethical Case Scenario	(B) (D) (E) (F) (G)
The role and process of the professional counselor advocating on behalf of the profession (1d. Professional Counseling Orientation and ethical practice)	Ethical Issue Presentation, Ethical Case Scenario	(B) (E)
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (1e. Professional Counseling Orientation and ethical practice)	Ethical Issue Presentation, Ethical Case Scenario	(D) (E) (G)
Professional counseling organizations, including membership benefits, activities, services to members and current issues (1f. Professional Counseling Orientation and ethical practice)	Class Participation, Ethical Case Scenario, Final Examination	(C)
Professional counseling credentialing including certification, licensure, and	Class Participation, Final Examination	(C) (F)

accreditation practices and standards, and the effects of public policy on these issues (1g. Professional Counseling Orientation and ethical practice)		
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (1i. Professional Counseling Orientation and ethical practice)	Class Participation, Ethical Case Scenario, Final Examination	(A) (B) (C) (D) (E) (F) (G)
Technology's impact on the counseling profession (1j. Professional Counseling Orientation and ethical practice)	Class Participation, Ethical Case Scenario, Final Examination	(F)
Strategies for personal and professional self-evaluation and implications for practice (1k. Professional Counseling Orientation and ethical practice)	Ethics Autobiography Paper, Final Examination	(E)
Self-care strategies appropriate to the counselor role (1l. Professional Counseling Orientation and ethical practice)	Ethics Autobiography Paper, Final Examination	(E)
The role of counseling supervision in the profession (1m. Professional Counseling Orientation and ethical practice)	Ethical Issue Presentation, Ethical Case Scenario, Final Examination	(D) (F)
Multicultural counseling competencies (2c. Social and Cultural Diversity)	Ethical Issue Presentation, Ethics Autobiography Paper	(G)
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3i. Human Growth and Development)	Ethical Issue Presentation, Ethics Autobiography Paper	(G)
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (4g. Career Development)	Class Participation, Final Examination	(B) (D) (E)
Ethical and culturally relevant strategies for addressing career development (4j. Career Development)	Class Participation, Final Examination	(B) (C) (D) (G)

Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (5d. Counseling and Helping Relationships)	Ethical Issue Presentation, Ethics Autobiography Paper	(F) (G)
The impact of technology on the counseling process (5e. Counseling and Helping Relationships)	Ethical Issue Presentation, Ethical Case Scenario	(F)
Counselor characteristics and behaviors that influence the counseling process (5f. Counseling and Helping Relationships)	Class Participation, Ethical Issue Presentation, Ethical Case Scenario, Final Examination	(B) (D) (G)
Development of measurable outcomes for clients (5i. Counseling and Helping Relationships)	Ethical Case Scenario, Ethics Autobiography Paper	(D)
Evidence-based counseling strategies and techniques for prevention and intervention (5j. Counseling and Helping Relationships)	Class Participation, Ethical Issue Presentation, Ethical Case Scenario, Ethics Autobiography Paper	(B) (D) (E)
Ethical and culturally relevant strategies for designing and facilitating groups (6g. Group Counseling and Group Work)	Ethical Issue Presentation, Ethics Autobiography Paper	(F) (G)
Historical perspectives concerning the nature and meaning of assessment and testing in counseling (7a. Assessment and Testing)	Class Participation, Ethical Issue Presentation, Ethical Case Scenario, Final Examination	(A) (C)
Methods of effectively preparing for and conducting initial assessment meetings (7b. Assessment and Testing)	Ethical Issue Presentation, Final Examination	(D) (F)
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (7c. Assessment and Testing)	Class Participation, Ethical Issue Presentation, Final Examination	(C) (D) (F)
Procedures for identifying trauma and abuse and for reporting abuse (7d. Assessment and Testing)	Class Participation, Ethical Issue Presentation, Final Examination	(C) (D) (F)

	Examination	
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (7m. Assessment and Testing)	Ethical Issue Presentation, Ethics Autobiography Paper	(D) (F) (G)
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (8a. Research and Program Evaluation)	Class Participation, Final Examination	(E)
Identification of evidence-based counseling practices (8b. Research and Program Evaluation)	Ethical Issue Presentation, Ethical Case Scenario	(B) (D) (E)
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (8j. Research and Program Evaluation)	Ethical Issue Presentation, Ethics Autobiography Paper	(D) (G)

Section 5: Entry-Level Specialty Areas Clinical Mental Health Counseling	Assessment	Student Learning Outcome
1. Foundations		
History and development of clinical mental health counseling (C.1.a. Foundations)	Class Participation, Ethical Issue Presentation, Ethical Case Scenario, Final Examination	(A) (C)
B. Theories and models related to clinical mental health counseling	Class Participation, Ethical Issue Presentation, Final Examination	(A) (B) (D)
C. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Ethical Issue Presentation, Ethics Autobiography Paper	(D)
2. Contextual Dimensions		
A. Roles and settings of clinical mental health counselors	Class Participation, Ethical Issues Presentation, Ethical Case Scenario,	(B) (D) (E) (F) (G)

	Ethics Autobiography Paper, Final Examination	
D. Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Ethical Issue Presentation, Final Examination	(D) (F) (G)
I. Legislation and government policy relevant to clinical mental health counseling	Class Participation, Ethical Case Scenario, Final Examination	(C)
J. Cultural factors relevant to clinical mental health counseling	Class Participation, Ethical Issue Presentation, Ethics Autobiography Paper	(G)
K. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Class Participation, Ethical Case Scenario	(A) (C) (E)
L. Legal and ethical considerations specific to clinical mental health counseling	Class Participation, Ethical Issue Presentation, Ethical Case Scenario, Final Examination	(B) (C) (D) (E) (F)
M. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Class Participation, Final Examination	(C) (D) (E)
3. Practice		
C. Strategies for interfacing with the legal system regarding court-referred clients	Ethical Issue Presentation	(A) (B) (C) (E) (G)
D. Strategies for interfacing with integrated behavioral health care professionals	Ethical Issue Presentation	(D) (E)
E. Strategies to advocate for persons with mental health issues	Ethical Issue Presentation, Ethics	(B) (E) (G)

	Autobiography Paper	
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